

Inclusive Concurrent Enrollment Initiative Webinar Recordings: Spring 2015

The Inclusive Concurrent Enrollment Initiative (ICEI) offers grants to college-school partnerships to support eligible public high school students with intellectual disabilities, ages 18-22, to increase their academic and career success through inclusive learning opportunities in participating public colleges and universities. ICEI is pleased to offer the recordings of this webinar series, featuring important work of the Institute for Community Inclusion at UMass Boston.



For webinar recordings, please contact Glenn Gabbard, Executive Office of Education, at Glenn.Gabbard@state.ma.us

Date	Title	Presenter(s)
March 5	Person-Centered Planning	Maria Paiewonsky, UMass Boston
March 24	Promoting Inclusive Communities	Melissa Jones, Northern Kentucky University Molly Boyle, Think College
April 8	Self-determination & Self-Advocacy	Carole Carlson Institute for Community Inclusion
May 21	<u>Establishing Partnerships with Vocational Rehabilitation</u>	Barry Whaley, University of Kentucky Jean Updike, Indiana University
June 4	<u>Developing Career Opportunities</u>	Carole Carlson Institute for Community Inclusion

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March 5, 2015

Person-Centered Planning

This session will describe how students with intellectual disabilities who are planning to go to college can benefit from person centered planning. Included in this webinar will be an overview of student-centered planning processes, examples of how Massachusetts Inclusive Concurrent Enrollment partners have co-facilitated the PCP process and numerous outcomes that have resulted including academic advising, college enrollment and integrated paid work experiences.

Maria Paiewonsky, UMass Boston

Maria Paiewonsky serves as a transition specialist at the Institute for Community Inclusion, where she oversees numerous transition related projects with teachers, interdisciplinary team members, students and families to develop positive transition outcomes. She has provided training and technical assistance to Inclusive Concurrent Enrollment partners since 2007.



March 24, 2015

Promoting Inclusive Communities

Several people working in postsecondary education programs for students with ID have been engaged in an ongoing discussion related to the creation of truly inclusive campus communities. In this webinar, the presenters will share promising practices that support inclusive postsecondary settings.



Melissa Jones, Northern Kentucky University

Melissa "Missy" Jones, Ph.D., is an Associate Professor of Special Education at Northern Kentucky University (NKU). She is a co-principle investigator for the Supported Higher Education Project, a federally funded grant to support the development of accessible campus access programs across the Commonwealth of Kentucky for individuals with an intellectual disability. She also facilitates the program on the NKU campus. With the help of students on campus, both with and without disabilities, she produced a video on the development of mentoring partnerships, has co-presented a national webinar on peer mentoring to support individuals with disabilities, and co-facilitates the Think College special interest group on Building Inclusive Campus Communities.

Molly Boyle, Think College

Molly works as a trainer and technical assistance provider for Think College, and is a TPSID cohort liaison. Molly provides professional development to college faculty, administrators and disability support personnel on Universal Course Design and effective teaching strategies for ensuring equal access to all students, including those with disabilities. Previously, she coordinated the Inclusive Concurrent Enrollment project for students with intellectual disabilities at MassBay Community College in Wellesley, MA. Molly's expertise includes the provision of individual supports for postsecondary education for people with intellectual/ developmental disabilities, universal design for learning, online teaching, and adaptive technologies.



April 8, 2015

Self-determination & Self-advocacy

"Self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior" (Field, et al, 1998). College and work are excellent settings to practice the skills of self-determination and self-advocacy as students are transitioning from high school to their adult lives. A framework and strategies for practicing such skills will be presented and resources will be shared.

Carole Carlson, Institute for Community Inclusion

Carole serves as a Training Associate for ICI and has worked with people with a variety of disabilities for 19 years, in the community, in their homes, at their jobs and in college. She has several years of experience assisting self-advocates to become more self-determined, including assisting with Disability Advocacy Days, People 1st groups, and executive function skills training.



May 21, 2015

Establishing Partnerships with Vocational Rehabilitation

Several Transition and Postsecondary Education Programs for Students with ID (TPSID) projects have developed innovative agreements with Vocational Rehabilitation (VR) in their respective states. This webinar will share the details of those agreements and give examples of how VR is supporting postsecondary education for students with ID.

Barry Whaley, University of Kentucky

Barry Whaley is Project Director of Supported Higher Education Project (SHEP) at the University of Kentucky Human Development Institute. The mission of SHEP is to promote inclusion of young adults with intellectual disabilities in all aspects of college life, integrating academics, social experiences and meaningful work. He is also co-owner of Mast Whaley, a consulting firm that provides consultation, training services, advocacy and information to for-profit and non-profit organizations that address the vocational needs of individuals who have complex needs.



Jean Updike, Indiana University

Jean Updike, M.S.W., C.R.C., is a Research Associate at the Institute on Disability and Community at Indiana University. In this position, she is the Project Coordinator for the Indiana Partnership for Education and Careers, a grant from the U.S. Department of Education to develop postsecondary opportunities for individuals with intellectual disabilities.

June 4, 2015

Developing Career Opportunities

Utilizing person-centered planning principles, participants will learn strategies for career development opportunities – including internships, practicum, and paid employment – in both on- & off-campus settings.

Carole Carlson, Institute for Community Inclusion

Carole serves as a Training Associate for ICI and has worked with people with a variety of disabilities for 19 years, in the community, in their homes, at their jobs and in college. She worked as an Employment Consultant and Job Developer for a vocational agency for 5 years and assisted with the development of practicum and internship experiences for the Cutting-Edge Program at Edgewood College in Madison, WI.

